

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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No. 6.

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J. M. ORCHARD, Attorney at Law.
E. T. WINGO, Att'y at Law.
W. R. LOVE, County Treasurer.
W. A. YOUNG, County Court Justice.
M. B. HILL, Probate Judge.
L. B. WOODSIDE, Att'y at Law.

LUCIUS JUDSON, Att'y at Law.
W. McDONALD, Clerk County Court.
S. H. SHERLOCK, Att'y at Law, Superintendent Public Buildings.
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ROBERT S. HUDSON,
ROBERT HOWMAN,
W. S. EPPERSON, } Committee.

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REVOLUTION IN COURSE OF STUDY.

BY WM. T. HARRIS.

NUMBER TWO.

WE HAVE seen a tendency to periodical changes in certain of the studies of our course. The practical question arises, what is the duty of the teacher or school director as regards such changes in Mental Arithmetic or Grammar? Most will be guided by the prevailing custom, and this again will at last be controlled by the few who are able to so act upon the convictions of teachers in educational centers as to prevail upon them to adopt their proposed schemes. The few who form their own opinions carefully, will find it necessary to consider first what function in the course of study is filled by Grammar or Mental Arithmetic, and, secondly, what can properly take its place if a change is made. A blind process that moves from one condition of things to another without knowing adequate reasons, is to be avoided, if possible. The reign of Kronos may have been a golden age, but it certainly was an irrational one—an age of mere "progress"—a going that went no whither—for what time produced, time destroyed.

Not seeing, for my own part, anything else in the course of study that will make up in any adequate measure for the loss of Grammar, or for its radical change by the omission of the syntactical portion, I am in favor of holding it where it is for the present. So, too, I am obliged to doubt the policy of giving up Mental Arithmetic.

There is another aspect in which these educational changes should be viewed. There is an oscillation from the prescriptive extreme to the ratiocinative extreme—from the extreme of learning things and facts without their causes and reasons, to the extreme in which nothing shall be taught without all its grounds. No one that has ever seen an exhaustive rational and historical treatment of a theme, will be likely to hold the latter extreme here mentioned; but many peculiarities have crept into our course of study and methods of instruction in latter years, by reason of the tendency toward it. For an example, there was a revolution in Written Arithmetic: once it was taught simply by rules: then came explanation of the derivation of rules, which culminated in an Arithmetic which taught how to derive all the rules used by Algebraic formulæ. It is true that the particular is "explained" by subsuming it under the general. To explain Arithmetic by Algebra, and to insist "that the pupil should go over no principle without thoroughly understanding it," was a strange enough violation of the psychological order of acquiring knowledge. It was insisted that the pupil should learn the system of decimal fractions before common fractions and compound numbers. This belongs to the same error as the preceding. A fraction is an expressed ratio—a simple value that depends on two terms; in the common fraction the two terms are both expressed, but in the decimal fraction one of these terms is suppressed, and yet must be kept distinctly before the mind, a necessity which requires greater strength of mind, just as the process called "short division" is more difficult than "long division," the divisors being the same. The relative position which these topics occupy in Arithmetics, and the form in which the necessity of the rule is made apparent (or deduced) determine the excellence of the textbook on Arithmetic.

The same tendency to introduce fully the grounds of explanation for whatever is taught, led to the substitution of Analysis, (or the logical division of the sentence into principal and subordinate elements), for the old style "Parsing." So long as Analysis followed Parsing, and was taken up by the pupils who had already learned Etymology and Syntax in the ordinary form, Analysis seemed a new revelation to them, and was studied with great profit. But when it was made the first study it lost its interest; it was like an attempt to leave out Arithmetic and commence at once with Algebra.

This general tendency to introduce a study in the course with its generalizations, and to make these comprehended, led to the great revolution in our American system caused by the

Introduction of the "Object-Lesson System," emanating from Oswego and New York. With this we at once pass over from the explanatory and the process of generalization to the descriptive and illustrative. The tendency of this system has been to emphasize those branches that furnish convenient objects for exhibition and description, and to neglect technical terms and accurate definitions. Those branches and those divisions of branches that appertain to what is not easily exhibited before the pupil, are likely to suffer at the hands of the teacher who uses the Object-Lesson Method. Certain scraps of the Natural Sciences are dwelt upon at the expense of a knowledge of those branches which serve as tools for all future acquisitions of knowledge—Reading, Writing, and Arithmetic.

What Knowledge is of Most Worth?

Editor American Journal of Education:

QUESTION full of import to the true teacher, who must be always a learner as well. In this day, when the "making of many books" is without end; when inquiry and research thrill us with the results they bring; when long strides mark progress in every science; when knowledge tends more and more to the practical; when humanity seems awake to the very finger tips, alive with developing ideas,—not only duty, but *desire*, prompts to the most economical outlay of time, to the most careful choice of work.

None dispute that one of the chief ends in study is *mental discipline*.

The tools for this must, of course, be acquired, viz.: the art of reading and writing; but from this point on a diversity of opinion arises, and difficulties multiply. All subjects can not be studied; whole ranges of them can never be even approached by any single mind, and as what can be actually acquired is relatively so small, the necessity comes for choice; and the shorter the time one can devote to study, the more necessity for careful choosing.

One born and bred in luxury, who has but to ask and be filled with the good things of earth, has small need, perhaps, to count in fractions; but to the child of the day-laborer, life has

another outlook. The small things in education are his sole inheritance. The little stock his few winters' and summers' schooling gives must serve him for life, if we except the gleanings by the way. What need, therefore, for careful selection of the facts which are to serve for the outfit of life! To teachers must fall this choosing, for they are the autocrats at the table where "food for babes" is dispensed.

Heretofore, and, alas! even in the light of the present, we find the stereotyped curriculum of common school study is leading its willing followers on. The jumbled jargon of geographical names, the stores of disconnected facts, which are chiefly valuable for the ability they give to the teacher to astonish visitors at closing examinations, furnish the most important results of our public schools.

What is this "food for babes" which the autocrats so unhesitatingly deal out?

For the most part, incomprehensible abstractions. Now, with all the ado about subjects and methods, there are very few school boards and still fewer teachers who have the hardihood to venture in introducing subjects outside of the time-honored programme of work. He who dares to say that grammar has no business in our common schools, is jeered as a fanatic; he who should assert that geography usurps years of valuable time that should be given to other things, and that it fails to give the mental cultivation which our children demand, would be voted as advocating an absurdity; he who should affirm that nine-tenths of our children could get as much mathematics from a single book of a hundred pages as they would ever need to use in their lives, would be a fit subject for a lunatic asylum. And yet that there are people of sound scholarship, ripe experience and live thinkers, who make these assertions and offer for them good proof, is sufficient reason why they should demand of us consideration.

In another article we will attempt to prove that there are other things of greater worth to us as teachers than the knowledge we gain from the years we give to the three above-named studies.

HATTIE A. COMINGS.

State Normal, Kirksville, Mo., May 20, 1874.

MATHEMATICAL MADNESS.

THERE seems to be something in the air of the West peculiarly favorable to the cultivation of mathematical science, and equally as detrimental to the proper development of other branches of knowledge quite as important. We refer to the fact, that must strike any careful investigator of the course of study in our common schools, of the great prominence given to this branch above all else.

And the same one-sidedness appears in higher spheres. We have before us, as we write, the programme of the "Teachers' Institute of the —th Congressional District of Missouri,"

embracing twenty-three topics for discussion, and lasting three days, with an average of eight working hours per day. Of the twenty-three topics fifteen are mathematical, consuming thirteen out of the twenty-four hours. Natural science receives half an hour, English Grammar and Analysis two and a half hours, and other branches in proportion.

Let us supplement this by a case within our own experience, premising that it is not an exceptional instance, but a fair sample of many others that have come under our observation. In a district school whose highest grade consisted of pupils of the average age of fourteen, we found three classes in Algebra, five in Arithmetic; one in Plane and Spherical Trigonometry, one in U. S. History, one in Book-keeping, two in Penmanship, and none in Grammar, Geography, Elocution, Orthography or the Natural Sciences. Pupils who could discourse learnedly of sines and cosines, verniers and azimuths, re-entrant and diedal angles, could not, by actual test, spell such words as "ghost," "both," "whose," "furl," and "stir"—could not parse John, in the sentence "I gave John a hat," could not tell how to go from St. Louis to Liverpool or London,—were perfectly ignorant of the difference between organic and inorganic matter, and without the slightest idea that the vegetable kingdom included anything beyond turnips, beets, potatoes, &c. And this under the supervision of one who was considered by many to be the best teacher in a county which claims to be second to but few in the State in the high rank of her educators. "If these things are done in a green tree, what shall be done in a dry?"

A true education we take to be full and rounded, complete in all its parts, with no hot-bed culture of one faculty at the expense of another; no dwarfing on this side to set off against a disproportionate growth upon that; but the pupil's knowledge should be as the ripples from a stone dropped in the water, widening equally in all directions, or as a perfect circle, each point of which is equally distant from a certain point within, called self. We are not speaking now, of course, of that part of education which may be called the polytechnic, whose sole end is to take the pupil, and develop, to its utmost, that one science or art which he may have chosen for his own, but of the anterior education, that which is the fundamental basis of all future instruction, and which is the only one which the vast majority of our youth receive. By careful statistics, the average school life of a child has been shown to be about six years; and that in this brief time it should be attempted to push him forward, almost to the extreme of one branch of knowledge and leave him so wofully ignorant of other vital points, is a monstrosity not to be tolerated. That which makes this question the harder to deal with, is, that it is mainly the outgrowth of an unhealthy public sentiment.

In too many communities the con-

sideration which posits a teacher's standing, is not his disciplinary power—not his happy faculty of imparting instruction—not his rare and varied culture—not the fact that he may be a born teacher in every respect, but *pur et simple*, his ability to solve the most abstruse mathematical problems which any fool in the community may present to him. The epithet which Mrs. Jane G. Swisshelm applies to some of the common schools of Pennsylvania—"manufactories of mathematical fools"—would apply fully as well to many a school in our own State. In the name of the tax-payer, whose money is wasted—in the name of the parent, whose expectations are not realized—in the name of the pupil, whose mind is thus dwarfed and distorted—and in the name of Education itself, whose true ideal is thus shattered and destroyed, we protest against this one-sidedness. Let our system of education be parallel and equal in all its parts, embracing a breadth of design as great as may be consistent with elaboration of detail, and not merely a formal acquaintance with the intricacies of one branch of learning, showy, it may be, in the school-room, but of little use outside; like Don Quixote's helmet, glittering in the sunshine, but riven by the first sword-thrust it meets. While we give all honor and a worthy place to mathematics, both for its own sake, and as a valuable disciplinary aid, we cannot but feel that the study of it, in our common schools, is too often carried to an extreme, and it is made the occasion of a series of mental gymnastics, tickling, at examination, the vanity of pupils and parents alike, but adding nothing to the armory of offensive weapons which one must possess in order to win the battle of life.

"Who rides from out the ranks for challenge, he
MAY toss the sword and catch it gracefully,
BUT MUST be able, when the onsets come,
To drive, with slaying hand, the hilt heart
home."

H. T.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

IV. School Regulations.

THE old schoolmaster, with his bundle of rules under one arm, and his bundle of rods under the other, belongs to the past. The modern teacher, with no rules and no rods, is the opposite extreme. The golden mean requires necessary regulations, judiciously enforced.

Principles.—1. The regulations should be few, but exhaustive.

2. They should be universal in their application.

3. They should merit the approval of all teachers.

4. They should command the approval of pupils and patrons.

5. They should be such as the teacher can enforce.

6. The regulations should tend to form desirable habits.

REGULATIONS.

- | REQUIREMENTS. | PROHIBITIONS. |
|-----------------------------|-----------------------|
| 1. Regularity. | 4. Unnecessary Noise. |
| 2. Promptitude. | 5. Immorality. |
| 3. Good morals and manners. | 6. Communication. |

I. REGULARITY. The teacher and the pupils ought to make an earnest effort to attend regularly.

Enforce. 1. Intensely interest the pupils; they will manage to be regular.

2. Interest the patrons. The intelligent patron will not willingly detain a pupil from a single class.

3. See that the irregular feel the loss. Irregularity is a serious misfortune to the pupil and the school. If chronic, it should work a forfeiture of seat, of position in class, and even of position in school.

4. Urge regularity as a sacred duty. Appeal to self-respect, self-interest, and the love of right, to impel every pupil to spare no effort to secure constant attendance.

II. PROMPTITUDE. All pledge themselves to make an earnest effort to be prompt at all times, and in the discharge of all duties.

Enforce. 1. Let the teacher be prompt. Not only should he never be a moment late, but he should be present at least fifteen minutes before the time to open school.

2. Make the opening exercises especially interesting.

3. Keep a tardy list. At rests have the tardy explain before going out. If the explanation is not satisfactory, let them remain.

4. Impress the importance of promptitude. Point out the evils of being habitually tardy. A healthy public sentiment can thus be created. Tardiness will be regarded as a misfortune and a disgrace. Washington once said to a tardy officer: "Sir, you may waste your own time, but you have no right to waste ours." Supt. Harris places regularity and promptitude at the very foundation of efficient school management.

III. GOOD MORALS AND MANNERS. The teacher and his pupils agree to faithfully strive to do the right thing at the right time, in the right manner. Good morals and gentle manners are the result of training. Precepts are good, examples are excellent, but without training they fail to produce the best results. *Doing alone gives culture.*

Enforce. 1. The teacher should be a model. Children tend to become like the teacher. For this work, good morals and gentle manners must ever be the first qualifications. The school-room should never be disgraced by a drinking, chewing, swearing, uncouth, ill-mannered teacher.

2. The pupils should be trained to the habit of right and proper conduct. Educate the pupil to make an earnest effort to do right and act properly at home and at school; during rests and on the way; with associates and with strangers; at all times and in all places.

3. Each pupil should be made to realize that good morals and manners condition success and happiness. This culture, being first in importance, should be systematic and constant. Gow's recent work, "Manners and Morals," is pure gold. I commend it to all teachers and students. It is invaluable. It is destined to revolutionize this neglected field of culture.

IV. UNNECESSARY NOISE. All agree to carefully avoid all unnecessary noise. *Study to be quiet*, is imperative in the school-room, and should be boldly written over every teacher's desk.

Enforce. 1. Be quiet yourself. A fussy, boisterous teacher soon demoralizes a school. Talk in a low or medium tone. Move quietly. At the same time let energy and vigor characterize your work.

2. Never permit boisterousness in the school-room.

3. Secure quiet from principle, not from fear.

4. Train pupils to the habit of quietude. Let noisy acts be repeated quietly. Your pupils will become toned down, and your school will become a constant blessing.

V. IMMORALITY. The teacher and the pupils pledge themselves to try to avoid all immorality.

Enforce. 1. Teach by example.

2. Attack one vice at a time. Work up a feeling against swearing. Get each to resolve not to swear. Then attack lying, dishonesty, etc.

3. Show that immorality always leads to misery.

4. Train the pupil to love the right, and to become strong to do it. Also train him to hate the wrong, and manfully repel it.

VI. COMMUNICATIONS. Each pupil agrees not to communicate during school hours, except through the teacher. This must be absolute. Its violation is the prolific source of disorder.

Enforce. 1. The teacher must have an iron will. His resolve to train the pupils not to communicate, must be deeply felt.

2. Never grant permission to speak.

3. Lead the pupils to realize the injuries that result from violating this regulation.

4. Prevent. The skillful teacher does this by look, or word, or sign, or by changing seat.

5. Train pupils to the habit of non-communication. This has been done in thousands of schools. What others have done you may do.

REMARKS.—These six regulations cover all the ground. They are alike suited to the primary school and the university. They command the hearty approval of teachers, pupils, and patrons. In substance, they are now in general use, and may be made universal. Teachers must change, but the regulations and the programme may remain unchanged.

THE FUTURE CITIZEN.—From the family the child passes to a wider field of activity in the school. From the school he passes into the still wider field of active life. He assumes the responsibilities and exercises the rights of citizenship. Parents guide and protect the child. In the school he is taught self-reliance, and is trained to govern himself and to help govern others. The school is a miniature republic of which the teacher is president. Here the child is fitted for citizenship. The school is a community of which the teacher is the leader. Here the pupil is trained for society.

The pupils are, indirectly, the teach-

er's constituents. His re-election may depend on his power to lead them up to a higher life; to train them to self-reliant action; to develop in them a profound respect for law; to create in them a willingness to obey and sustain right regulations.

ADOPTION OF REGULATIONS.—The teacher proposes the regulations, the pupils approve, and both adopt. Take promptitude:

Teacher. How many think the teacher and the pupils should be prompt?

Pupils all raise their hands.

Teacher. How many will try their best to be prompt during the term?

Pupils all raise their hands.

Teacher. All that will join with me in pledging our best efforts to be prompt during this term, will please rise.

Pupils all rise.

Thus, in a few minutes, the six regulations will be unanimously adopted. The pupils will regard the regulations as theirs. Each will feel under obligations to obey and sustain them. The effort to do so will be encouraged by the teacher in every possible way. The true idea of school government may thus be realized. The governing force is from within and not from without.

THE TEACHER A DESPOT. The despotic method may be approved by the superficial and the brutal. The teacher is a despot. He is the law-maker, the judge and the executor. The child has no rights. *He must obey or suffer.* The rules are special, and the penalties specific. The child seeks to evade the rule he hates. Forced quiet and forced lessons may be secured; but there can be no true education. The entire method, in its theory, its practice, and its results, is most abominable.

THE CHILD HAS RIGHTS.—Let the teacher respect these rights. The highest good of the pupil is ever kept in view. Cheerful and glad obedience from ennobling motives, is the great desideratum in school government. The teacher may reprove, restrain, and even use severer punishments in training pupils to right habits. The pupil feels that the firm hand is impelled by a loving heart, and guided by a wise head. Such chastisements work in him the resolve to forsake the wrong, and to do the right.

STATE NORMAL, Kirksville, Mo., May 20, '74.

MISSISSIPPI.

COLUMBUS, Miss., May 20, 1874,

Editor American Journal of Education:

I SEND a few thoughts from this stand-point, which have been pressing for utterance for some time. Our teachers are in regular receipt of the *Journal*. Wish the same could be said for the more than six thousand teachers in this State, to whose care is committed the training of her rising citizens. Though the demand for public education in Mississippi is great, almost beyond precedent,—though it asserts itself in manifold ways,—yet the most difficult part of our work is to get patrons, pupils, and the people generally to practically recognize that the demand exists at all. But so soon as all parties concerned come to realize that there are possibilities above them, and get within their

grasp—that improved methods exist—then substantial progress begins.

Now how can teachers, school-officers and other educators keep abreast the times without the aid of sentinels standing on the watch-tower, to note, collect and disseminate important results? We expect you, through your columns, constantly to put us in possession of the achievements of the best schools and teachers in this nation. If they have a better way of doing things in some sections than in others, by all means "pass it round." In the present age no man has a right to monopolize ideas. Until the Telegraph and Press are suppressed, no man can do it. Get the idea patented, sell or exchange it or give it away—but don't secrete it. This is the spirit of the age. While the newspapers of this section ably discuss current topics, we have at present in Mississippi no paper devoted especially to educational matters. The hard-working class of community called upon to conduct and improve our infant system of public education, are left much in the dark. They need aid and counsel. They need sympathy and encouragement. Unlike our brethren in the older States, sitting under the sunlight of ancient and renowned institutions, original source of knowledge, counting their years of existence by centuries, we have no model near at hand. We build for the ages. Give us some liberal journal, upon whose broad platform the educational fraternity of America can stand. Let it observe, collect, compare, suggest, approve, condemn, originate,—any or all of these, but by all means let it be independent in the pursuit of truth, and devoted to the mental and moral elevation of the youthful millions inhabiting this continent. A sectional periodical will not do. A one-sided sectional culture will not satisfy the present civilization. We no longer train pupils to dwell in any particular State, but to become American citizens, to go forth, encounter and subdue ignorance, vice and crime, whenever and wherever they may present themselves. Mr. Editor, that the *American Journal of Education* meets the requirements above indicated, I feel confident. For many years, including sunshine and storm, I have watched the course of this periodical, have seen it deal with gigantic educational problems, now urging the friends of the cause to stand patient, strong and firm,—but be sure to stand—now appealing to its enemies to "spare that tree," and persuading them by irresistible logic that broadcast intelligence and republican government cannot long be separated. Have personally observed its effect for good in districts rural and municipal, west and south, and while I do not claim for it that special and technical treatment of certain topics peculiar to some periodicals prepared for local circulation, yet I do say that as a pioneer in educational work, calculated to awake communities to the results hinging upon ignorance or education, aiding school officers, and cheering and strengthening teachers in the discharge of duty, it stands unrivalled.

This beautiful city of Columbus is one of the finest places of the South. Here may be found much of that culture and refinement peculiar to the olden time. Our schools are prosperous in a high degree. Mr. J. N. Bishop, county superintendent, has labored hard and successfully in the interest of the public schools. The State of Mississippi has great possibilities. Society affords numerous examples of education and refinement. The acquired abilities of parents are to a certain extent inherent in the children. But undeveloped possibilities amount to nothing. I recognize no agent, material or immaterial, that can grapple with these possibilities, and unfold them into actualities, without the aid of general education. When I look over the broad domain, with its fertile soil and yet prostrate industry, with its strong hands and yet disorganized labor, with its towering intellects and yet abounding illiteracy, with all the elements of strength and yet tottering under the feebleness of uncertainty, with personable looking men and women who rival the morning in beauty, amid the general doubt I recognize the great but generally unappreciated fact that, within the thousands of school-houses that have been erected and dedicated to the cause of education, within the four years last past, is being slowly solved the problem of our future. The youth are being trained to self help. They are being put into possession of themselves. Here, more than anywhere else, they learn the relation they sustain to the what and the whom of present and prospective existence. While this flame illumines the night, there is hope that its fruits will in due time usher in the perfect day.

Truly Yours, J. C. MASON.

ADVICE TO TEACHERS.

TEACH as the following extract would have you read. Hasten slowly, have your pupils master each step as they go. By undue haste you lose the fruits of your labor. A little more time and patience and labor may save all.

If you measure the value of study by the insight you get into subjects, not by the power of saying you have read many books, you will soon perceive that no time is so badly saved as that which is saved in getting through a book in a hurry. For if to the time you have given you had added a little more, the subject would have been fixed on your mind, and the whole time profitably employed; whereas, upon your present arrangement, because you would not give a little more, you have lost all. Besides, this is overlooked by rapid and superficial readers—that the best way of reading books with rapidity is to acquire that habit of severe attention to what they contain, that perpetually confines the mind to the single object it has in view. When you have read enough to have acquired the habit of reading without suffering your mind to wander, and when you can bring to bear upon your subject a great share of previous knowledge, you may then read with rapidity; before that, as you have taken the wrong road, the faster you proceed, the more you will be sure to err.

TENNESSEE. U

HERE is an honest, earnest word, from one of the most efficient school officers in the Southwest,

TO OUR TEACHERS.

A word in regard to school journals. In nothing, perhaps, are teachers more deficient than in a thorough knowledge of the literature of their profession. "Reading," says Bacon, "makes a full man." How true this is of the teacher. We sometimes think a man had just as well undertake the practice of medicine without a knowledge of that science, as endeavor to teach school without preparation for that work. But says one, "what shall we read?" We answer, school journals, and other professional works, such as ought to be found in every teacher's library. We emphasize *school journals*, because they are cheap, practical, and at the command of every teacher who feels an interest in the work of the school-room. We notice that teachers who read these journals are more successful than those who do not read them.

The American Journal of Educa-

tion has been of great service to us in organizing our schools. There is a kind of inspiration in the editorial columns that does one good. We attribute this to the live, active and zealous advocate of popular education, Mr. J. B. Merwin, the editor and publisher.

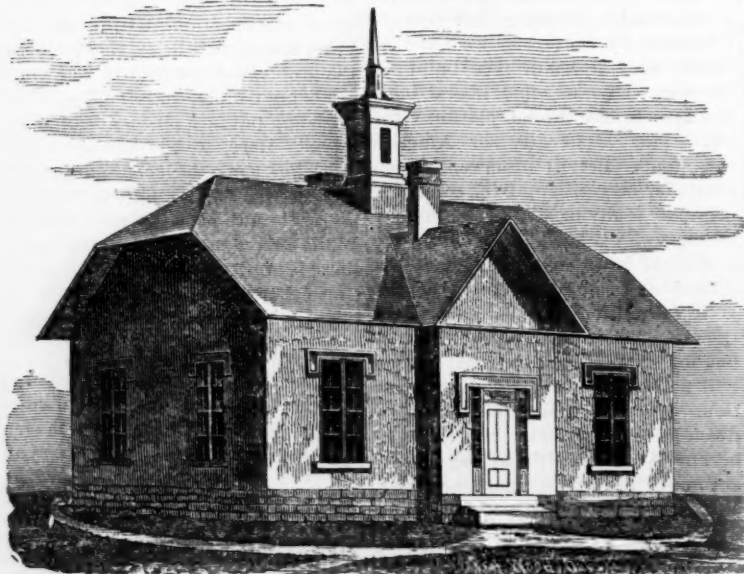
One feature of this journal exactly meets our wants. We allude to the "plans and specifications" for building school-houses. We are greatly interested in this matter, as shall be compelled to build a number of houses at an early day.

This journal, though published in St. Louis, is not a specialty for the State of Missouri, but devotes its columns to the educational work of other States, Tennessee included. School officers and teachers who desire something real, live and practical, will find all this, and more, in the *American Journal of Education*. School Directors especially, should read it. It costs \$1 50 a year. Address J. B. Merwin, Editor and Publisher, St. Louis, Mo.

H. PRESNELL, Co. Sup't.

JONESBORO, Tenn., May 20, 1874.

DISTRICT SCHOOL BUILDING.



IN our last number we gave the ground plan and elevation of a beautiful and convenient school-house of one room, suitable for the smallest district school, with such suggestions as seemed to us appropriate to those who propose building and furnishing new school-houses this year.

This design and ground plan will meet the wants of a larger district, having the two departments of primary and intermediate grade. The grading—not de-grading—of pupils, should be commenced at the earliest possible moment. This building affords two excellent school-rooms, well lighted and well ventilated, and connected with folding doors, allowing the two departments to unite in general exercises, or for exhibition. Frequent exhibitions, if the exercises are short, always interest and instruct the people. Let them be short, and have

half a dozen, so as to give all a chance.

There are two entrances, in opposite sides of the building, one for boys and the other for girls, and by a somewhat novel arrangement, a sort of double hall is afforded each side, without the expense of wings. The entire building is 36 by 52 feet, making each school-room 34 by 25 feet, with 13 feet space between the floor and ceiling.

More and more our best teachers are, in their teaching, discarding text books, and using the *blackboard*, employing the eye and training the hand to draw at the same time. Every available space within reach upon the walls of the school-room, should be covered with blackboards.

Single desks are the best, but double desks, seating two pupils, are the more economical. The standard length of the "Patent Gothic," or



"Triumph," similar to the above cut, is 3 1-2 feet. These best seats will be found to be the cheapest to put into the school-room.

Parties who have thoroughly tested them, say:

"I consider your School Seat, the TRIUMPH, what its name purports, a complete Triumph over all other seats for school purposes, and I cannot see how it can be improved. It is as near perfect as skill and workmanship can make it."

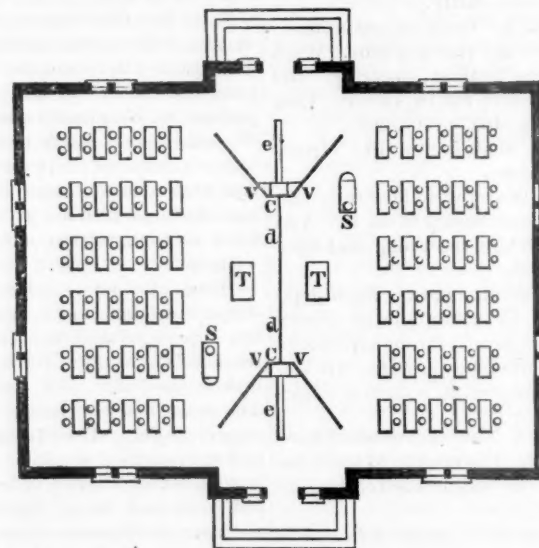


TEACHERS' DESK.

We shall purchase no other school seat in this section of country, and in visiting some twenty schools that use them, I find that they give universal satisfaction. I have not heard of a seat breaking or getting out of repair in any way."

"The fame of them has gone through this region, and the new school-houses yet to be built, will have this seat, unless you make a better one which seems impossible. The Andrews Ink-Well is a perfect success."

Each room has floor space for thirty of these desks.



GROUND PLAN.

d d—Sliding doors, sliding into the double partition, e e, partly dividing each hall.

C C—Chimneys, coming two feet below ceiling, and allowing sliding doors to pass beneath them.

S S—Stoves.

V V—Ventilating flues, coming down to the floor, and opening above ceiling in ventilating flues in chimneys.

T T—Teachers' tables.

If the desks are 3 1-2 feet long, the middle aisles may be 26 inches each, and the side aisles 2 feet. But for primary pupils it is better to make the desks only 3 feet long, and add the extra room thus saved to the aisles. This building will cost, furnished with the "Patent Gothic" or "Triumph" Desk, Teacher's Chair and Desk, Blackboard, Maps, Globes, etc., about \$1,800.

HOW TO TEACH ARITHMETIC. II.

BY S. A. FELTER.

PRIMARY GRADE. SECTION I.

STEP II. NOTATION.

Objects. 1. To show that each successive number is formed by the addition of one to the number preceding.

2. To teach the comparison of numbers with each other, as to their general magnitude.

LESSON 1. To show the formation of successive numbers by the use of objects.

Illustration.—Each of the children may hold up a pebble in his right hand. How many have you? S. A., "One." One what? "One pebble." Hold up two pebbles. How many have you now? "Two pebbles."

How many pebbles did you put with one to make two? "One pebble." Hold up three pebbles. How many did you put with two pebbles to make three? "One pebble." Hold up four pebbles. How many did you put with three pebbles to make four? "One pebble." [In the same manner continue to ten.]

Each child place ten grains of corn on his desk. Make the number nine. How did you do it? S. R. "I took one away." Can you make the number remaining eight? How did you do it? "I took one from nine." Count and see whether you have eight remaining. R. C. "One, two, three, four," etc. Each may take his slate, and make for the next lesson rows of dots, with a number written after each of them, thus:

etc., to ten.

etc., to one.

[The children should be encouraged to make the rows vertical and horizontal].

N. B. It will probably be necessary to repeat this lesson four or five times, and with very young children, often. Do not, however, make the repetitions consecutive, but give variety by changing the exercise.

LESSON 2. To examine the prepared lesson, and to teach the comparison of numbers as to their general magnitude.

Illustration.—Place all your slates on your desks. I am going to find the little girl who has made the best dots. Katy has the best. Would you like to look at her slate? (Hands raised. The teacher holds the slate to them.) See how straight the rows are. How many think they can beat Katy?

Charles—"I can." Bert—"I can try."

Each pupil, by previous direction, has provided himself with a bundle of little sticks, containing exactly ten.

Place a number of sticks in one pile. Now make a pile with a larger number of sticks. Each place his finger on the larger pile. Charlie, how many sticks in your larger pile? "Five sticks." How many sticks in your smaller pile? "Three." Susie, how many in your piles? "There are four sticks in my large pile, and six sticks in my small pile." (Hands raised). Eddie—"Susie says the small pile has the greater number of sticks." What should she say? Mary—"Susie should say, 'The small pile has four sticks, and the large pile has six sticks.'" Eddie, how many sticks in your piles? "I have two sticks in my small pile, and eight sticks in my large pile." Eddie, you may make new piles; how many have you now in each? "I have five sticks in one pile, and five in the other; they are alike." How many of the class can make their piles alike? How many can make the large pile contain two more than the small? How many can make the difference between the piles three sticks? Four sticks? One stick? etc.

You may take your slates and make a lesson like the following, placing the large numbers on the right of the slate, and the small numbers on the left, letting the marks represent the sticks, thus:

||| = 4 marks. ||||| = 6 marks.
|| = 3 " |||| = 7 "
| = 1 " ||||| = 9 "

etc. etc.
The words should be printed by the children. All exercises should be prepared at seats, except those that are prepared in the class as models. Teach children to act without aid, thus giving effective lessons in self-reliance.

In this way the lesson should be repeated, until the children are quick, prompt, and accurate. Not over ten

minutes should be spent at a lesson. If desirable, the children can recite two, or even three times a day. Pupils of this grade can give profitable attention to any subject, but a few moments at a time.

Other objects, besides sticks, should be provided by the children for this lesson, as pins, buttons, straws, blocks etc.

Topeka, May 3, 1874.

*As a rule, never furnish pupils with what they can be taught to provide for themselves, because the discipline of exercising forethought, discrimination, and judgment will be invaluable. The teacher should always give clear and explicit directions and a sample, when possible, of what he wishes done, and even then, he must not be discouraged because the children fail, in part, because the failure shows the necessity of training in this direction.

Educational Waste—Mental Arithmetic.

BY JAMES JOHONNOT.

IN the popular use of mental arithmetic we have an example of educational waste. Among ideas which are most simple and easily comprehended are those of combination of number. Arising directly from the concrete, they appeal to the perceptive faculties alone. With objects before him, and with very little assistance from his teacher, the pupil may easily be led to master all the simple and more common combinations of numbers at a very early age. He may also be trained so as to be very correct and rapid in all his calculations. This kind of knowledge is just calculated to meet the wants of the intellect in its first stages of school life, and the combinations, when mastered, are of great use at all times and in every vocation.

But besides the simpler combinations of numbers, we have complex arrangements and the application of numbers to business problems, which appeal mainly to the reasoning faculty. Our common mental arithmetics are made up of perceptive combinations and reasoning applications combined, and teachers, mistaking the nature of the two processes or not discriminating between them, have frequently substituted the reasoning process which belongs to comparative maturity for combinations which are of a primary character. Children of from six to twelve years of age have been put to the solution of problems which would tax the reasoning powers of those of an average age of fifteen.

In consequence of this practice, years of time are spent in studying a subject, which may be mastered in a few months or weeks, if left till the proper age. The time and the vitality both being spent in this direction, there is little left for the acquirement of that knowledge which is best fitted for this stage of development. The work of maturity is laid upon adolescence, and the result is intellectual narrowness and dwarfing. By this process the mind may become sharp and keen in one direction, but it never broadens, nor is there created in it a desire for investigation and discovery.

This practice of prematurely teach-

ing the reasoning processes of mental arithmetic was much more prevalent twenty years ago than now, and we hail the change that has taken place as indicative of growing intelligence and of true progress.

SOUTH CAROLINA.

Editor American Journal of Education:

THE free schools in the Low-Country of South Carolina are not numerous, nor of a high grade, compared with those in States where they have long had an honorable reputation.

The class who could give them most substantial aid is slow to take hold of the cause and bring it into credit and efficiency. Without saying it is degrading to send their children to free schools, many feel it to be so.

It is almost, if not quite impossible, for the people of the new States, who consider energy, enterprise and success the standard of worth and usefulness, to understand how *pride of blood*, and an abhorrence of being brought into contact with lower classes, can override almost every other consideration. This is no more the case of the few really old families, with worth and *prestige* to ennoble them, than of thousands who constitute the middle class of society. They feel themselves vastly above the "low-down white trash," who are gradually rising in thrift and industry, and who will approach still nearer to them through the open portals of the free schools.

The same feeling which keeps parents from encouraging free schools, prevents many good teachers from applying for situations in them. Added to this is what some consider a great humiliation,—the necessity of getting a certificate of scholarship from a board of examiners part colored,—who may be inferior to them in education, and far lower in the social scale.

Do not judge them harshly; their prejudices of education, former surroundings and present situation, may be no deeper, nor harder to overcome than yours, dear reader, they only run in a different direction.

In some communities this state of things is passing away and the schools begin to promise a bright future.

The law requires the people of each township to levy a tax on themselves, before they can have a share of the State school fund. Some have refused to do so, and have had no free schools yet; others have raised it solely because they were outvoted by the negroes; others, again, have willingly complied with the law.

In some sections the negroes are very anxious for schools, and take an interest in learning; in others, as an intelligent mulatto said, "They jes' like no account white folks, they talks very gran' about having an education, an' then they's too lazy to study an' get it."

The working, standing, and improvement of the schools vary according to the honesty and efficiency of the county officers, and enterprise and interest of each community.

If in many ways it can be said the free schools are not of a high grade, yet the success achieved by earnest teachers, under great disadvantages, would justly entitle them to an "award of honor."

Log school-houses are the rule. The cracks between the logs, and the open doors are often the only means of admitting light. The clay chimney is sometimes too ruinous to permit of a good fire in windy weather, when most needed. The benches, without backs, are too few to leave an extra one for classes, while a shelf on one side is often the sole desk of any kind.

Even when new framed houses are built, they have none of the conveniences of a model school-house. A shelf, the length of the house, on each side, and a bench before it, answers for "a seat and desk for each scholar." Sometimes there are a couple of extra benches for little children and classes. From two to four windows on each side, generally without sashes but closing with wooden blinds, a door at one end and fireplace at the other, give plenty of light, excellent ventilation, and a degree of warmth greatly dependent on the weather.

A blankboard is beginning to be so generally understood as a necessity, that when the county officers do not supply one, (about 3ft by 4, price \$5, paid for out of school fund), the teacher makes one. Right here I give the receipt for making blankboards, not patented, but better than some which are. Get some good planed lumber, and have the board made of the size desired. Beat the whites of eggs well and rub on the board, the apply with a rag fine soot from the back of the fireplace or a stove, rub it in thoroughly, then apply the white of the eggs again, and rub in more soot, till the board is of the requisite blackness and polish. A little grease is sometimes added.

School begins the first of September and October. The law allows \$25, \$35, and \$50 per month, according to teacher's grade of certificate, and as the standard is not high, first grade is frequently taken. Where school officers of the county decide they will on-pay \$35 per month, because the scholars are too ignorant to make a first-grade school, and do not make any difference between teachers with first and second class certificates, schools last from five to six, instead of three and four months. But as "kissing goes by favor," some teachers keep longer and "draw their money," while others who try to do the same, are met with "the treasury is empty."

There is a law that books shall be supplied by the school fund, but it is practically a nullity in most districts, so the Testament, Webster's spelling-book, Pike's Arithmetic, Smith's Grammar, and a mixture of Geographies, are text books in many schools. If in farming, "it is more in the man than in the land," in schools, it is more in the child than in the book that makes the scholar.

It is said that up the country schools are more advanced and better conducted than here, but I cannot speak of them from personal knowledge.

LOW COUNTRY.



J. B. MERWIN.....Editor

ST. LOUIS, JUNE, 1874.

TERMS:

Per annum (in advance).....\$1 50
Single Copies.....15

THE NEXT ANNUAL MEETING.

THE Fourteenth Annual Meeting of the National Educational Association will be held in Detroit, Mich., on the 4th, 5th and 6th days of August, 1874. The Governor of the State, the mayor of the city, the State and city superintendents of public instruction, and the board of education of the city of Detroit, have extended a very cordial invitation to the Association to meet in that place. Free use of assembly halls has been proffered, and every effort will be made to secure a successful and profitable meeting. Announcements concerning programme, facilities for travel, hotel accommodations, &c., will be made in due season.

INSTITUTES.

THE county and township institutes which are now being held in this and other States are doing a great work, both for the teachers and the people. The teachers, by comparing notes, get at the best methods of teaching, and the evening lectures entertain and instruct the people. Those who pay the taxes to support our schools need to be kept well posted on what the schools are doing, and will do, to make good citizens. We hope these meetings will be greatly multiplied.

In fact, if the people knew each other better, they would work more harmoniously and efficiently in all these vital interests which go far to make the country prosperous and happy.

TALK IT OVER.

The "estimates" for school purposes for 1874-5 will have to be put in very soon.

In order to secure good teachers, arrangements must be made to pay them liberally and promptly. This can be done if school officers make arrangements in time. The poorest investment you can make is to hire a cheap teacher. They waste their own time and that of the children, and in many cases do positive harm. They are not wanted, because they are unprofitable.

We want an agent for this paper at every postoffice in the United States. Write us for our premium lists.

The regular subscription price of the AMERICAN JOURNAL OF EDUCATION is \$1 50 per year, invariably in advance. We stop all papers when the term for which they have been paid for expires. We have no club rates. See our premium lists.

We stop sending all papers when the time for which they have been paid for expires.

WITH a corps of contributors embracing Supt. Harris, Anna C. Brackett, Prof. S. S. Hamill, etc. etc., we are able to give our readers the ripest thoughts of the greatest educators.

Send us short items in regard to the progress, needs and results of your schools.

These are read by the people, and a livelier interest in the work done by our teachers is created.

The education of the children is the great question. Let us press its importance at every point.

As an educational advertising medium, the *American Journal of Education* stands without a rival in the West. Twelve thousand copies are issued monthly. These go into the hands of teachers and school officers, all through the West and South. The advertisements are read, and advertisers secure a speedy return.

Don't forget to enclose postage stamp when you ask for information from this office.

Our bill for postage alone runs as high as eighty dollars some months.

Glad to serve our friends at all times in any way that we can.

Terms of the JOURNAL, \$1.50 per year in advance.

THE TRUE END OF DISCIPLINE.

That man, only, is truly educated, who has been so trained in youth that his body is the ready servant of his will, and performs with ease and pleasure all the work that, as a mechanism, it is capable of doing.—HUXLEY.

THAT there are so few opponents of our American system of free and universal education, is one of the most potent arguments in behalf of its usefulness, and a flattering omen of its future entire success. It is a fact, however, that we are an exceedingly sanguine people; disposed to overlook any errors in our popular institutions, and hoping that, notwithstanding the discrepancies they may disclose—their object being the elevation and happiness of our race—their success is a predestinated and certain result of the lapse of time. Thus we imagine we are learning "to labor and to wait," while we march forward satisfied with a partial reform. This may be a good quality or a bad one, as it is used properly and restrained at proper limits, or abused. That we have neglected to watch some of the vital points in this our most important institution, while we have been zealous for its progress and proud of the displays of its power, is upon consideration, plainly to be seen.

The idea of a universal culture in such branches as serve to render the citizen intelligent, happy, and consequently impervious to the temptations of life and their inevitable crimes, was one of the grandest conceptions that have ever actuated the human soul. The theory was so promising, on the first efforts to reduce it to practice, that the predictions of its early

advocates were warm and full of confidence. Its projectors looked forward to the general adoption of their philanthropic scheme as the immediate forerunner of that millennial age, when the prison doors shall no more close on their miserable victims, and the gallows shall not even be spared, as a relic of the barbarism of the past. This has always been the plea, and is yet, and it certainly lacks nothing of dignity and benevolence: the wealth that builds and maintains prisons; that apprehends and convicts criminals; that is demanded as compensation by the sufferers at the hands of crime; that feeds and clothes the imbecile paupers of the land, is sufficiently abundant to educate the masses. That universal education tends to dispense with crime and all its concomitant misery, is a theory the truth of which every experiment hitherto made has served to confirm. As a nation we have adopted this theory, and have determined to demonstrate it by actual trial. Indeed, it may be safely urged that we have already proved the truth of the hypothesis, but the results are not yet perfect, because our plans for the attainment of its prescribed ends are yet untried and immature.

The results, we say, are not yet perfect, for whereas universal cultivation of youth was to destroy evil, crime is to appearances on the ascendency, spreading its boundaries with the increase of our population, and, with the discovery of new and important facts in science, becoming more acute and discerning, more cunning and successful, more certain of eluding discovery and more costly to the State. While there are circumstances that induce us to believe that this growth of evil is only apparent; that while it seems to grow it is in reality diminishing, and will in time become extinct; the progress of the war upon the enemy of our peace and happiness is not commensurate with what the prognostics of our fathers led us to hope for. The great army of instructors who have been laboring for these many years, ought, if they have been in earnest, if they have really enlisted for the war, and if the plans of our leaders were correct, to have made some visible breach in the hostile walls. Every one must confess that, on the contrary, in no palpable degree has crime been diminished. The conclusion is that there is some defect in the system; and an investigation will show that it is in the practice and not in the theory of our schools.

This leads, naturally, to discipline. We do not understand that mere book knowledge can either induce or compel the body to become "the ready servant of the will." Neither can it fully prepare the body for the performance of all, "that, as a mechanism, it is capable of doing," with ease and pleasure. Now as to the source of crime, is it not evident that it results, mainly, from a lack of self-control? We instinctively draw the connecting line between poverty and crime, on the one hand, and intemperance on

the other. But how can an individual who has been trained to control his passions fall into intemperate habits, or perpetrate any sudden or revolting crime? Much more, how can he coolly contemplate, plan and execute that which his judgment must condemn? The conclusion is inevitable; we have, as a profession, hitherto neglected and do continue to neglect, the education of the heart; we send out our free school graduates a learned, well-governed class, rather than a body of citizens capable of self-control and energetic, well-directed labor. We may have governed, and we must still endeavor to govern, satisfactorily, effectively; but we must also not forget to teach government. Our pupils must learn that the greatest victory which will ever be recorded of man is victory over self, that if they expect to reduce to submission the circumstances of life, he who would rule must first learn to obey.

An investigation into the ends sought to be accomplished by discipline, as enforced by instruction in general, will disclose the alarming fact that restrictions are levied and enforced, not with the design of exercising the young in the great life work of judgment and self-government, but for the express purpose of securing convenience to the teacher. In opposition to this, the true end of all government, whether in the state, the family, or in the school, is the ultimate and lasting good to the governed. Not present happiness, while under the direct guardianship of governor, parent or teacher; but at all times, under every combination of circumstances, the permanent benefit of the governed is the philosophical end of all discipline.

THE SHOWMAN'S WISDOM.

WHEN Barnum's menagerie is traveling through the country, it is often found difficult to procure meat for the animals on Sunday, accordingly the rule has been adopted that no meat is to be allowed on that day, whether it can be obtained or not. During the past winter the animals have been quartered in New York city, where of course meat could be had as well Sunday as any other day. But according to one of the New York papers now in hand, the rule has been inflexibly adhered to. And why? Because in Barnum's mind there is always a thought for the possible future as well as for the actual present. Why gratify their desires and stop their restlessness for one minute, only to make "double, double toil and trouble," for many minutes to come? The lesson can well be learned by parents and teachers.

The four lions, the two Bengal tigers, the two African leopards, the hyenas, the "bears," and all the rest of the family, know as well when Sunday comes as their keepers, though we fear they do not regard it as the pleasantest day of the week.

Barnum is a success, and rightly. This little regulation shows the wis-

dom which deserves and gains success in any line.

When parents learn that children are to be trained every day and all into what will be expected of them in the future days, when teachers carefully and wisely instruct the smallest pupils into the habits which will be required of them ten years afterward, we shall have more successes in the way of men and women than our homes, than our schools can now show. Then we Americans can afford to be showmen. At present, it will be well for us to learn as humble apprentices of "the great showman," in his treatment of his brute animals.

THAT OR NOTHING.

EVERY true artist acknowledges to himself an obligation to take up his destined work, and an obligation also to perform it in a certain way. The painter does not paint because he desires to paint, but because he must, and the "must" lies not in the fact—which may nevertheless be a fact—that by his painting he secures the means of subsistence. It is of a more internal nature than the "must" of food, clothing and shelter. The outward expression must be given to the inward thought, and the inward thought gives him no peace till it is uttered.

This is the feeling of the true artist, and it extends, as we have said before, not alone to the nature of the work, but to its details. An illustration of what we mean is furnished by the way in which Charlotte Brontë closes her *Villette*. It was not a matter of free choice with her whether the Professor should be allowed to come back or not. Her father, who had heard the chapters as they were written, begged of her to bring him back. Her sense of what was due to her art as peremptorily forbade her to do so. At last she compromised the matter by leaving the question an open one, which each reader must decide for himself, though she shows plainly enough in the closing lines which decision is her own.

It is undeniably true, that if one wants to make a mark in any profession, he must enter it from some inward necessity of this kind, and once in, he must, to use the words of one of our friends and editorial brethren,—"be willing to die for it." Where we find such a willingness, we find the stuff out of which not only martyrs are made, but of which all success is born.

In talking with Charlotte Cushman once with regard to a young friend who was thinking of going upon the stage, we asked her opinion, and we shall never forget her words. "Tell her," she said, "not to enter upon a theatrical life, just because there is nothing else that she can do. If she does, *she will never succeed*. If she wishes to succeed, she must take up that life because it is, of all other things the one she selects, and she must devote herself to it, otherwise it is of no use."

In looking round our circle of ac-

quaintances, we shall almost invariably find that the man who has made a name in any one line, might, if circumstances had so led, have done the same in a dozen others.

Our neighbor, the editor of the *Educationist*, in his May number, has hit upon the truth when he says: "The teacher who is qualified to do the work required of him, is not the man or woman who is qualified for nothing else, but the man or woman who is qualified for anything else."

The successful teacher is he who would have made a good business man, lawyer, clergyman, physician, farmer,—in fact, *anything*.

There is no truth which more needs to be "driven home," than this, none which needs more to be iterated and reiterated. We thank the *Educationist*, as we do for many things, for having given it so forcible an utterance.

THE PRISON CONGRESS.

THE facts developed in the discussions in regard to the number of criminals, and the causes of crime, in the meetings of the Prison Congress, recently held in this city, were such as to challenge the attention of every citizen of the land. There are now in the various State Prisons over forty thousand convicted criminals, and as fast as they are discharged, by expiration of their sentence or by Executive clemency, others are crowded into their places from the ranks of the *six hundred thousand young vagabonds* who never enter the school-room at all. What a plea for a compulsory school law!

These are some of the facts which mitigate the charges of delinquency and failure, if such charges should be understood to be made against our common school system. The immigration of vast bodies of foreigners, the great mass of whom are the ignorance and offscourings of a down-trodden and debased populace, has had a bad influence on American society. The principal body of those engaged in the production and sale of poisonous, intoxicating beverages, for instance, is foreign. Their object appears to be to come to this land of liberty, and make a living, not by legitimate toil, but by the destruction of the order of the country and the lives of its citizens. The progress of intemperance, and its success in baffling the efforts of reformers, is owing to the influence of this class, almost exclusively. Comparatively few native-born citizens are engaged in the fiendish work of making drunkards, any one of whom is fitted to occupy the most ignominious position on the muster roll of crime. Again, the rulers of Europe have been in the habit of banishing to this country their criminals, who have been ransomed by wealthy or influential friends, from the gallows. This has been their custom from the earliest day of our history. It has served them a double purpose of preserving the wealth and peace of their empires, and injuring to a marked extent the young republic which has constantly been menacing their

dynasties with destruction. These classes are beyond the reach of our schools. No system of education can reach them. No system of education, no efforts of humanity can eradicate crime from a country annually inundated by such hordes of ignorance, superstition and crime.

Yet, aside from these exterior causes, which are beyond our control as teachers, there are no doubt discrepancies in our system of labor which render it, to say the least, defective. These discrepancies result from ignorance or negligence, or inability on our part, all of which, if not in our power to eradicate, we may, at least, modify. Our profession is one of such numerous, delicate and weighty responsibilities and duties, that no man among us, however earnest he may be, can ever reach that high perfection to which we all aspire. But there are some points in which the profession are manifestly defective, and which it becomes us to discuss, comprehend, and endeavor to avoid. The most important of these are a "lack of thorough discipline," and a "deficiency of moral culture." We have aimed to educate the brain, and our efforts have been covered with success. We have secured the most flattering results in the diffusion of actual knowledge. But why are we mortified with the oft-recurring fact, that crime is the child of that very knowledge, and that without it the perpetrator would probably have lived in innocence? Manifestly, we have educated a part of the man to the exclusion or neglect of those other qualities of mind that decide, direct and control. It becomes us then, as a profession, to look to it that we have not determined upon a strenuous and inflexible government in the school-room, with impure, selfish, or erroneous motives. It is equally as binding upon us to guard against a loose, passionate, irregular discharge of our duties, well knowing that our example is more potent for good or evil, than any collection of precepts we may promulgate. Fellow teachers, let us beware! We may speak as never man spake, we may teach as never man taught, we may love science and art with the ardor of genius, so that a responsive chord shall thrill in every soul about us, and yet, if, when our presence is gone, our words shall die out, the truth we ought to scatter shall forthwith fade away, and the love of the truly beautiful shall perish, if when cast upon their own resources our pupils shall prove incapable of progress, of self-direction, we cannot escape the conclusion that our work has been partial, and in fact a failure.

It is true that in discipline our profession has made great advances during the last two decades. Although in every department its progress has been marvellous, it has in this respect excelled itself. But reform has been, not so much in regard to the permanent results, as to present advantages. It has been a contest, rather, between instructor and instructed, and not a

course of systematic training. True, we have striven to manifest a different spirit as lawgivers and executioners, and to arrive at more truly legitimate and christian-like penalties, and by so doing have beautified and glorified our profession. But we lack yet the full appreciation of the real objects in view, viz.: not the present control of our charge, but such a course of drill as shall induce them to control themselves, and so permanently fix in their minds a love of order, peace and virtue, that it shall never depart from them through life.

By linguistic and mathematical training, we may make strong reasoners, we may produce minds capable of dissolving the mysteries of life, and its surroundings, but without a discipline which each pupil is able and apt to adopt for his own guidance, we cannot be sure that we are cultivating them to honor and not to dishonor, to life hereafter and not to death. What a momentous task is ours!

CO-EDUCATION.

THE following extract from a recent address of Bishop Bowman, is but an indication of the rapid advance in public sentiment in the right direction.

"Many flimsy and groundless objections have been advanced against the propriety of allowing a free intermixture of men and women. I can recollect when the great battle for the co-education of the sexes was being fought. One of the reasons adduced to show why women should not go to colleges, was that they were physically unable to perform the course of studies and duties required at those institutions. But this idea was long since exploded. It affords me pleasure to be able to state that the college over which I presided was the first one of the old established colleges that opened its doors to both sexes. The consequences of that movement are that colleges all over the country are opening their doors to women upon the same terms that they do to men. Old Yale and Harvard are among the few exceptions that remain. I have, during the course of my life, been engaged twenty-seven years in teaching under both systems, and I am prepared to say, on this occasion, that the good influence of the mingling of the sexes was manifest from the start. It was peculiarly salutary in a direction which some of you may be prone to doubt, and that was in the matter of morals. It was not only a strong stimulant to study in addition to its moral effect. Indeed, there are certain philosophical reasons for this which it is not necessary to mention here. There was no loss of delicacy and no depreciation of modesty. While it elevated women, it improved men.

Take the three great States of Pennsylvania, Ohio and Illinois, and we find that, of the persons who can not read and write, one in ten is a pauper, while of the persons who can read and write only one in three hundred is a pauper.

STATE SUPERINTENDENT.

[We have a large number of communications on this matter of who is to be the next Superintendent of Public Schools, a question more easily asked than answered. We are not yet ready to express our preference, but we are perfectly willing "Granger," or any other man should express his opinion, and so give place to the following.—ED. AM. JOURNAL OF EDUCATION.]

IN NOVEMBER, Missouri will elect a State Superintendent, who will hold his office for four years. So far as applicable, the following from the *Indiana Educationist*, is heartily commended. The closing sentence expresses our unalterable determination. Our school system has been fatally stabbed by an unfriendly legislature. Let all friends of popular education rally round some able and true man. Four years of united and determined effort ought to elevate our school system from its present deplorable condition:

The time has come in our educational progress when the office of State Superintendent should be filled by the ablest man in the State. He should not only be a scholar, but also a man possessed of practical wisdom and broad and liberal views. He should be a man whom all classes of people can look upon as a competent leader in educational affairs. One who can mould public opinion and influence legislation. There is no State in the Union in which there is more activity or more real progress in school work than in this, and we need a strong scholarly, brainy man at the helm. Our selections heretofore have not been altogether fortunate in some particulars. Few of them have been regarded as leaders. They have done reasonably well, but no better than any one out of five of our average men could do. In fact some of them have been objects of ridicule more than men of influence. This is a humiliation that the friends of popular education ought not to be called upon again to endure. Give us a man. We care not so much whether he is skilled in all the details of the school. Better perhaps that he should not be; for they do not always tend toward the broadest culture, or the most comprehensive views of educational affairs. He needs the qualities of a department commander rather than those of a drill sergeant. He should be able to grasp the grand and beautiful thought that is struggling to find a full and complete expression in the Free School, and he should be able to discover the relations of this thought to the other great fundamental thoughts that form the foundation of our civilization. Such a man would enter upon the work glowing with an inspiration that is only possible for such a one to possess; and he would be a never failing source of inspiration to others. We long, we yearn, we pray for such a leader. But to whom shall we pray? To the political parties? The Republican party, *they say* is dying, and in its final struggle for existence it will reach out for such standard bearers as can control

the most votes. The Democratic party, *they say*, is already dead, but its ghost has returned, and in its desperate efforts to resurrect the party it will only question its standard bearers concerning their fidelity to the old-time Democracy. But there is one ray of hope,—the Grangers.—They, Phoenix like, seem about to rise from the ashes of these parties, and to them we shall look with the hope that the only questions they will ask of their candidate for Superintendent of Public Instruction will have immediate reference to his fitness for the office. We hope the JOURNAL will give its support to the most capable man, without regard to politics. GRANGER.

CHEERING WORDS.

WE use every possible means to render the *Journal* every way worthy. Our hearts are made glad by appreciating words from all parts of the country.

PROF. EDWARD BROOKS, Principal of the Millersville, Pa., State Normal School, and one of the ablest educators in this country, says in a late number of the *Normal Monthly*, of which he is editor:

"In the examination of our exchanges we have been especially interested in the 'American Journal of Education.' It is edited with marked ability, and is a good representative of the spirit and energy which our western educators put into their work. Its general editor is J. B. Merwin, who not only knows how to edit a first-class journal, but has the business talent to secure a large number of subscribers. Its success may be judged by its circulation, which is stated at 12,000. Several different editions seem to be published, one of which—the 'Normal Journal'—is edited by Prof. J. Baldwin, one of the ablest of the Normal School men of the West."

The *Laramie Daily Sentinel*, Wyoming Territory, thus commends our work in a late issue:

"The 'American Journal of Education' is devoted to the science and art of teaching, and the improvement of our school systems, and is very ably edited. We would be glad to see this journal in the hands of all our teachers in Wyoming. We are sure they would find it money well spent in fitting them for their noble profession."

Henry Ward Beecher's paper, the *Christian Union*, says.

"We call attention to the AMERICAN JOURNAL OF EDUCATION. Five editions are issued each month. No teacher or school officer can afford to be without this invaluable aid. It shows not only what our teachers are doing, but the necessity for their work as well. Its 12,000 circulation gives it 100,000 readers each month. Address J. B. Merwin, editor and publisher AMERICAN JOURNAL OF EDUCATION, 917 North Sixth street, St. Louis, Mo."

HAPPY IOWA.

THE cause of popular education moves grandly forward in the great prairie State. Some feared a retrograde movement, similar to that which has taken place in Missouri, but the Grangers have legislated wisely and well. The county superintend-

ency is sustained, and its efficiency increased. Sensible Grangers!

A Normal Institute is required to be held annually in each county, and each county will have about \$300 to pay competent instructors. Happy Iowa!

MISSOURI STATE SCHOOLS.

PROSPERITY has attended these schools during the current year. About 500 students have entered the State University; 700 the Kirksville State Normal School; and 400 the Warrensburg Normal School. The commencement exercises will occur as follows:

Warrensburg, - - - June 18.
Columbia - - - - - " 24.
Kirksville - - - - - " 25.

Lieut. Gov. Johnson, of St. Louis, will deliver the Annual Address at Kirksville.

Excursion Rates East.

Mr. Chas. E. Follett, who represents the "Vandalia Route East," and who has for several years past arranged for very low rates to New York and return, for the teachers of the West, has just returned from New York and informs us that such agreements have been made by the several trunk lines East, that he found it impossible to secure any reduction of fare between St. Louis and New York.

OTHER ROUTES EAST.

There is to be a reduced rate of fare to Boston and return via the Grand Trunk and Vermont Central Railroads. We do not know what the tickets will cost. Write to S. H. Knight of the Chicago and Alton Railroad, or to Jno. Bentley, 102 North Fourth street, St. Louis, for guide books.

SUMMER JAUNTS.

The Illinois Central R. R. (Chicago Through Line) has fifty-one Summer Excursion routes on its list for reduced rates. Round trip tickets for sale at Cairo and St. Louis. They are as follows:

To Boston and return.....	3 Routes.
To Milwaukee, Wis.....	7 "
To Baraboo, Wis.....	1 "
To Oconomowoc, Wis.....	1 "
To Green Bay, Wis.....	1 "
To Ripon, Wis.....	1 "
To Duluth, Minn.....	16 "
To Madison, Wis.....	2 "
To Waukesha, Wis.....	1 "
To Grand Haven, Mich.....	1 "
To Green Lake, Wis.....	2 "
To St. Paul, Minn.....	12 "
To Marquette, Mich.....	1 "

Call on or send to JNO. BENTLEY, Ticket Agent, 102 North Fourth st., opposite the Planter's House, and get free, the Great Central Route Book, and the International Tourist's Guide, which give full particulars.

EXCURSION RATES NORTH.

Teachers desiring to go to St. Paul and Minnesota this summer, will be interested in the following "excursion rates:"

OFFICE OF KEOKUK NORTHERN LINE PACKET CO., ST. LOUIS, May 28, 1874.
J. B. Merwin, Esq., Editor American Journal of Education, No. 917 North Sixth street, St. Louis, Missouri:

DEAR SIR—Your letter of inquiry came to hand in due time. The rate of fare for teachers from St. Louis to St. Paul and return, will be \$26 00. Tickets good for return trip to Oct. 1.

Teachers applying for tickets should have a note from the Superintendent of Schools. Yours, truly,

J. M. MASON.

HON. ALBERT TODD of St. Louis, will deliver an address before the faculty and students of the Missouri School of Mines and Metallurgy, on Thursday, June 18, at 11:30 a. m., on the occasion of the annual commencement of that institution.

New Route to Texas.

Hon. Thomas Allen, who has done more for the people of the West and South in the way of building railroads and developing the resources of the country than any other score of men we know of, has just consummated another grand enterprise which opens up a short and continuous line to Texas and the Gulf of Mexico.

The St. Louis and Iron Mountain railroad company and its Arkansas branch, and the Cairo, Arkansas and Texas railroad company, all of Missouri, have been merged and consolidated with the Cairo and Fulton railroad company of Arkansas, under the name of the St. Louis, Iron Mountain and Southern railway company, making a total of 686 miles, with an ample complement of rolling stock in the way of locomotives, elegant passenger coaches and freight cars.

At Columbus, Kentucky, the line connects with the Mobile and Ohio railroad, and at Texarkana with the Texas and Pacific railroad, and is ready for business throughout the entire line. At Longview with the

INTERNATIONAL AND GREAT NORTHERN RAILROAD.

In a recent trip to Texas we found this line in splendid condition from St. Louis to Houston, and about six hours shorter than any other route. No dust to annoy, thriving towns and cities springing into life and vigor along the whole line, with Pullman's palace drawing room and sleeping cars run between Houston and St. Louis without change.

BOOK NOTICES.

SANFORD'S ANALYTICAL ARITHMETICS.—Of the large list of choice works published by J. B. Lippincott & Co., Philadelphia, these arithmetics deserve special mention. They are equal to the best. The author wisely combines mental and written arithmetic. After a few months' trial I find these arithmetics remarkably attractive and teachable.

SARGENT'S ETYMOLOGICAL READER.—E. H. Butler & Co., Philadelphia, have recently added to the American Series, by Sargent, two valuable works—Manual of Etymology, and the Etymological Reader. The first will be prized by all who examine it. The latter seems so sensible that we wonder why this feature has not heretofore been introduced into all advanced readers. The book is every way excellent.

SCHOOL AND HOME—Reading papers for children, in the Second and Third Reader grades. Prepared under the supervision of Miss D. A. Lathrop; published by Geo. E. Stevens & Co., Cincinnati; \$1 50 per hundred.

We have received four numbers of these little papers, and a careful perusal convinces us that they are well adapted to the wants of pupils in the grades for which they are prepared. Many a teacher has tired of plodding over well-conned reading books, after the pupils have learned almost by heart, all the pieces, and longed for something new to awaken an interest in the class. Many a Superintendent has

wished for something available to examine the classes in reading, that would really test the powers of the pupils. We are glad to see that so eminent an educator as Miss Lothrop has taken this matter in hand, and put in form for use so valuable a Reader as these papers of four pages each, seem to be. They are not intended to take the place of reading books, but only to supplement them. Every school superintendent should send for a specimen copy, and judge for himself. We bespeak for the "School and Home," an extensive sale.

The Proceedings and Addresses of the National Educational Association for 1873, have been published, and make an elegant volume, of great worth to every teacher. We will send it, postpaid, to any address, for six subscribers at \$1 50 each, or you can send \$1 75 to S. H. White, of Peoria, Illinois, and he will send it to you. It is invaluable to teachers and others interested in education. Send for it.

Books Received.

HARPER & BROTHERS, of New York, send us, through the Book and News Co., the following works:

- Victor Hugo's Ninety-Three, Cloth, \$1 75.
 Talbot's Through Fire and Water. A tale of City Life. Illustrated, Paper, 25c.
 Colonel Dacre. By the author of "Caste." Paper, 50c.
 Bulwer's Parisians. Illustrated. Cloth, \$1 50, Paper, \$1 00.
 Anthony Trollope's Phineas Redux. Illustrated. Cloth, \$1 75.
 The Blue Ribbon. By the author of "St. Olave's," "Jeanie's Quiet Life," "Meta's Faith," etc. Paper, 50c.
 "Ship Ahoy!" Illustrated. Paper, 40c.
 Jeaffreson's Lottie Darling. Paper, 76c.
 Miss Braddon's Publicans and Sinners. Paper, 75c.
 Black's A Princess of Thule. Paper, 75c.
 T. Adolphus Trollope's Diamond cut Diamond. Cloth, \$1 25.
 Farjaon's Golden Grain. A Sequel to "Blade-o-Grass." Illustrated. Paper, 35c.
 Wilkie Collins's Novels, (Harper's Library Edition.) The New Magdalen.—The Woman in White.—Poor Miss Finch.—Man and Wife.—The Dead Secret.—Basil.—Hide-and-Seek.—The Moonstone.—No Name.—Armada. With Illustrations. Cloth, \$1 50 each.

Our Teachers' Bureau.

Those desiring teachers are requested to state—

- 1st, Salary paid per month.
 - 2d, Length of school term.
 - 3d, Qualifications required.
- Teachers desiring positions will also state—
- 1st, Their age.
 - 2d, How much experience they have had in teaching.
 - 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *two dollars in advance*, for inserting their application.

247.—A graduate of Maine Normal School, with eight years' experience teaching, desires a position as Teacher of the English branches, or Superintendent of a city school. References—R. H. Gatewood, Sec. Board of Education, Bowling Green, Mo.; Geo. L. Osborne, Pres't State Teachers' Association, and J. D. Meriwether, Co. Supt., Louisiana, Mo.

Special Notices.

Colorado Summer Excursions.

Beginning May 15th, and continuing during the summer months, the Missouri Pacific Through Line will sell excursion tickets from St. Louis to Denver and return at a great reduction from regular rates. For full particulars call on or address E. A. Ford, General Passenger Agent, No. 23 South Fourth street, St. Louis, Mo., or apply at ticket office, No. 115 North Fourth street, St. Louis. Don't forget the number.

Trunks and Traveling Bags.

We have tried it, and so we know from experience, that the *best* place in the west to buy all kinds of Trunks and Traveling Bags, is at 413 Locust street, St. Louis. Mr. James Barwick, Jr. personally superintends the manufacture of all his goods, and hence he guarantees them to be *all first-class*. And the prices at which he sells will please you, as well as the quality of the goods. Remember the place, 413 Locust street.

It is the Duty

of every lady to preserve her natural advantages, and improve as much as possible the beauty of her complexion. J. A. Pozzoni's Medicated Complexion Powder, adds a transparent whiteness, makes the skin delicately soft, removes all tan or irritation. Sold by all druggists. Wholesale depot Olive and Ninth Sts.

Agents Wanted.

AN ARTICLE OF MERIT.—The most ingenious little novelty of the age. The latest improved. The magic combination Knife and Scissors Sharpener. The Ladies' Favorite. No Grindstone, no Steel, no Whetstone wanted. The only Knife-Sharpener ever invented and patented that sharpens knives and scissors, and gives them a smooth, keen edge. Any person can use them by following the directions. One will be forwarded to any address postpaid, with full directions, for 25c. 6,660 were sold at the American Institute Fair, New York, in six weeks.

Address, A. J. ROSE, United States Novelty Co., Room 7—103 Wells st., cor. West Water, Milwaukee, Wisconsin.

Indianapolis and St. Louis Railroad.

We are pleased to note an important change in the time schedule of this deservedly popular line, which took effect May 25. The night express leaves at 6:45 p. m. arriving in Indianapolis at 4:15 a. m., with immediate connections for Cincinnati, Louisville and the South. By this fast train Eastern passengers are afforded elegant sleeping-car accommodations to Cleveland, without change, arriving at 2:50 the following afternoon, in ample time for dinner and the favorite Lake Shore route to the East,—arriving in New York and Boston as *quick* as by any other line.

PHONOGRAPHIC CLERKS procured for railroad, telegraph, insurance, express, and shipping offices, Lawyers and Physicians, Mercantile and Manufacturing Houses, and in all other places or departments where much and rapid writing is required. By aid of a competent phonographic clerk, the correspondence or other writing which would ordinarily require a half day, may be dispatched in an hour.

Clerks instructed in Phonography. This instruction may be taken by mail. W. G. CHAFFEE, Teacher of Phonography, Oswego, N. Y.

Missouri, Kansas & Texas Railway.

The completion of the great iron bridge over the Missouri river at Boonville, enables this popular line to offer still better facilities for the business between the Northeast and the great Southwest.

Two daily trains will be run between Hannibal and points in the great Neosho valley, in direct connection with all lines. Also, two daily trains between St. Louis and points in Southern Kansas.

For the Texas trade, new and better facilities are offered. The rates have been greatly reduced, and arrangements have been made whereby through Pullman Palace sleeping cars are run from Chicago, Quincy, Hannibal and St. Louis, to Galveston, without change, passing through the finest portion of Southwest Missouri, Southern Kansas, the Indian Nation, and the most desirable portion of Texas.

Any one contemplating a trip to Southern Kansas, the Indian Nation, or Texas, should address Thomas Dorwin, general passenger agent, Sedalia, Mo., for a correct map, with time tables, rates of fare, &c.

FOR FINE BOOTS AND SHOES or to have them made to measure, go direct to the retail department of Brolaski & Co.'s Shoe Factory, No. 414 Market st., up one short flight of steps. Boots footed, and all kinds of repairing done.

BREECH-LOADING SHOT GUNS.—Genuine English double-barrel, steel, \$150 to \$250.

English Granger and Muzzle loaders, \$15 to \$150.

Revolvers, 7-shot cartridge, \$6; full nickel, \$7. Send for price lists.

RUDOLPH & CO., St. Louis.

New Clothing House, Corner of Fifth and Pine Streets.

We have the pleasure to inform the public that our new stock of spring and summer clothing is now ready for inspection, comprising an unusually large and attractive line of goods, with many decided novelties in style. We have spared no pains this season to sustain our reputation for tasty, perfect-fitting and well-made goods, and trust also to be able to offer unusual inducements in prices, from the fact that our position has been such through the whole period of the recent monetary panic that we have been able to buy all our goods for prompt cash, which has, of course, given us, as buyers, great advantages. To the masses we would say, before making spring purchases, call on us and be convinced that we are selling the finest goods at lower prices than any house in town.

F. W. HUMPHREY & CO.,
 Corner of Fifth and Pine.

Don't Do It!

Don't overlook what is said in another column about TRUNKS AND TRAVELING BAGS. Don't come to the city, or stay in the city, or go away from the city, without supplying yourself with one or both of these articles, and don't forget that 413 Locust street is the place, and that "Barwick" guarantees all his work to be of the best quality. Barwick, 413 Locust street. Try him!

A Successful Manufacturing Company.

Among the many large manufacturing establishments in the city who have made rapid progress, there is none who has made more from year to year than Messrs. Vane, Calvert & Co., manufacturers of mixed paints. Commencing here five years ago, in a small way, they have built up an immense trade all through the West. These paints are prepared in all colors, and put up in packages ready for use, and war-

ranted to be better and will last longer and sold at a less price than any paint made. They have been used extensively all thro' the Western country, and they can show and refer you to thousands who have used the same. The paint is put up in 1, 2, 3, 5, 10 and 20 gallon packages. Messrs. Vane, Calvert & Co.'s office and manufactory is 705 and 707 N. Main street, where orders can be left, and samples of paint seen, or sample card sent by mail, if desired.

Black Alpacas, Pure Mohairs, Brilliantines, and American Silks.

We call particular attention to the stock of this class of goods we offer at all times. This make of goods we have given a thorough test by selling them for nearly seven years, and in all cases have given better satisfaction than any other make. They are imported for our trade, and will not be found in any other house west of New York. They have a very brilliant lustre, and are a superb black color. They do not retain the dust or grow rusty from wear. We also offer at all times, cheap, Cheeny's gros grain American silk in the improved quality. These silks are manufactured expressly for our trade, and we warrant them all pure silk. At the price they are the cheapest dress fabric a lady can buy, and we know they will out wear any foreign silk for twice the price. In point of durability these goods have no equal. Also, large stock of Lyons and all foreign makes of silks in the different qualities from \$1 upward. Samples sent by mail on application.

H. D. MANN & CO.,

421 N. Fourth Street, St. Louis.

Important Railroad Changes.

The St. Joseph & Denver City Railroad Company have leased the right to use the track of the Burlington & Missouri River Railroad Company from Hastings to Kearney Junction, thus giving them a through connection to the Pacific Coast. In a very few days' time through tickets will be placed on sale from the Atlantic to the Pacific by the shortest possible line between the two places. Passengers from New York to San Francisco will gain just six hours' time over the Omaha line, by this route. Passengers from San Francisco East, will make the same saving in time. This road runs through a magnificent country, is well managed, makes good time, and will be patronized by those who want to save a day. See that your tickets read, via, St. Joseph & Denver City Railroad.

MILLIONS INVESTED.—A lesson can be learned on the value of little things, by noting the capital that is invested in the production of some articles so small that they attract very little attention from the casual observer. Millions of dollars are expended annually in the manufacture of screws, millions more for the making of pins and needles, and tens of millions for so simple an article as a nail. Speaking of screws, one firm alone, (whose advertisement is found in our columns), the Reisinger Manufacturing Company, of Harrisburg, uses half a million annually in connection with their sales. Their Sash Lock appears, also, to be a little thing, but its introduction and use in every State and Territory of the Union except frigid Alaska, shows they must have quite an establishment, else they could not supply the demand. Other "little-big" articles might be referred to, but enough has been touched upon to prove that it is not wise to despise that which appears little, when a little examination may prove the same to have in reality great intrinsic merit, as is the case with this Sash Lock.

RAIL ROADS.

GEOGRAPHY has come to be one of the most essential and practical branches of study in our public schools. We need to know not only climate, soil and productions, but how to exchange commodities with the least possible delay, and the least possible cost also.

This question of transportation becomes a very important one, not only to the farmers of the West and the manufacturers of the East, but to all the people.

The immense reduction in the cost of travel; and the still greater reduction in the cost, and so in the price, of all the necessities of life, for all of which we are indebted to the railroad system of the country, make this one of the most important questions of the age.

If the importer in Boston, New York or Philadelphia—if the manufacturer in New England or the Middle States, can with the facilities afforded by our railroads for communication and the transportation of goods, turn their capital three or four times a year, they can still do afford to sell for a much smaller profit than if they turned their capital but once a year or once in two years.

The railroads enable them to do this, and the people who are the consumers get the benefit of this immense reduction without investing very much capital. So that the people in the West and Southwest could better afford to donate the right of way to ten railroads where there is one now, rather than to cripple them by legislation or impair their credit and prospects by making war upon them.

We desire to call attention to the leading features of one or two of these lines in this article, and so change if possible the current of feeling which seems to be setting against one of the most important and beneficent institutions in America.

Competition, which should be encouraged and stimulated, develops a thousand excellencies which would not else have been provided. This is especially true respecting the railway lines that lead out from St. Louis and Chicago to all points of the compass. Each line, to a greater or less degree, strives to attract travel by the comfort of its appointments, the excellence of its management, the urbanity of its employees, and the combination of safety with speed.

In all of these particulars no thoroughfare has

attained more absolute perfection than the St. Louis, Kansas City and Northern Line in connection with the Chicago and Alton Railroad, from Chicago and St. Louis on to the West.

More than two millions of dollars over and above the earnings of the first named line have been expended the last year to improve its track and rolling stock, so as to be ready for the immense traffic in passengers and freight which its splendid management has drawn to the line, and we are glad to learn that the officers recently elected will continue the system of improvements which has already brought the road up to the front rank.

In addition to what has been accomplished to make the track secure, the managers have spared no expense in the improvement of their magnificent line, so that elegance, luxury, safety and speed might all be combined.

Mr. Alfred Andrews of New Britain, Conn., an author of more than local reputation, on his return trip from the West recently, writes to one of the leading papers in New England as follows:

"On our return to St. Louis we took the St. Louis, Kansas City and Northern Line, crossing

the Missouri river at Kansas City, and passing through the whole length of the State, showing a good farming country. We found on this road, greatly to our comfort, Buck's celebrated reclining-chair seat, so constructed as to be changed to any angle or posture desired, making at pleasure, a seat, lounge or bed. These seats are furnished on this road free of extra charge, and will probably supersede the Pullman cars on all roads, as a substitute, being more convenient, and upon the whole, more desirable.

These coaches have full length plate glass windows, and are furnished with all the elegance of a parlor. The reclining chairs are so arranged that they may be turned in any direction. Thus, the traveler may face the window, and observe the interesting and constantly shifting scenery of the country through which he passes, or turn inward and spend his time in chatting with his fellow travelers or in reading. The chairs are luxuriously upholstered, and are among the greatest blessings vouchsafed to a traveler."

The following cut of Buck's celebrated Reclining-chair Car will give a clearer and better idea of this great improvement than any written description:



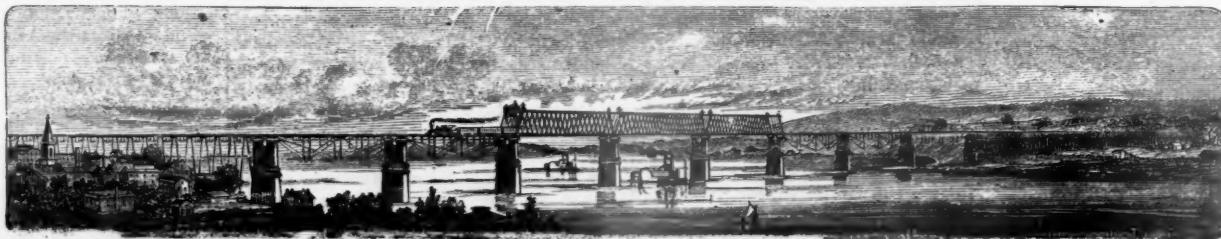
All trains on these lines are run by telegraph, and in addition to this they have adopted the Blackstone patent platform and coupler, the very best in use in the world. It is provided with strong interlocking beams beneath the platform which prevents one car "telescoping" with another in collisions, while the coupler is of such a make as to prevent a car from becoming detached, and thrown down an embankment.

Another improvement just introduced upon these lines deserves special mention, and that is the improved Automatic Air Brake, which secures these remarkable and important results, viz: "That the brakes will be instantly applied automatically on each car, each car acting independently of each and all the other cars and independent of any train hand in case an axle or

wheel is broken, or a car or the engine leaves the track, or should the train be broken apart, the brakes apply themselves to both sections of the train instantaneously, and the detached portion is stopped first. The moment a car gets off the track, the brakes on all the cars and the locomotive are instantly applied automatically, independent of any action of the engineer or any

train hand, so that with a train of five cars, a locomotive running at the rate of thirty miles an hour down grade, can be stopped within the distance of its length."

We have said nothing as yet about the great iron bridge of the St. LOUIS, KANSAS CITY AND NORTHERN RAILWAY:



IRON BRIDGE AT ST. CHARLES, MO.

This magnificent structure is one and a quarter miles in length. It spans the Missouri river at St. Charles, and several curves in the track enable passengers to get a good view of its dimensions.

It is constructed entirely of iron, and is sufficiently high to permit the passage of the largest steamers at the highest stages of water the Missouri has ever known. A view of this bridge alone, repays one for the trouble and expense of a trip over the road.

The fact is our railroads are not only changing the channels of commerce, but to a great extent the habits and character of the people. They tend to cosmopolitanism. They help to unite and unify the people. They create a demand for the daily paper and make it a necessity, and so they become prime factors in educating the people.

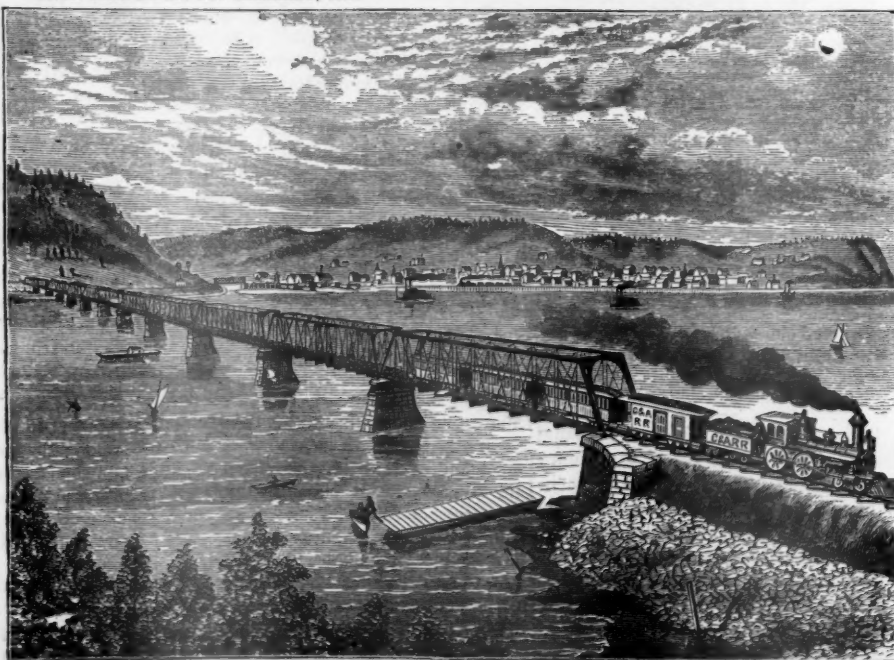
They each and all help to develop and build up the country. These lines, like others, welcome and bid for business from all sources. In fact it became a necessity for the CHICAGO AND ALTON RAILROAD to bridge the Mississippi. The Great West, about which the people as yet know but little, has long experienced the necessity of additional facilities for business between St. Louis, Chicago, and the immense region of country in Kansas, Colorado and Missouri tributary to these Cities.

Freight must not be delayed by breaking bulk, passengers cannot wait, the mails must not be stopped; and so, to accommodate the people, the managers of the Chicago and Alton Railroad, at a cost of over \$1,000,000, with the energy and enterprise that characterize them, built a bridge over the Mississippi at Louisiana, Missouri, in the short space of five and a half months, a feat without a parallel in the history of public improvements. [See cut.

Now look over your maps and trace out the connections of these great lines, and estimate if you can their worth and wealth to the people.

Without them we could do nothing, with them, the future is incalculable in wealth and comfort and power to this people.

The St. Louis, Kansas City and Northern Railway, in connection with the Chicago and Alton Railroad, forms a short and splendid through line between Chicago and Kansas City. The northern extension of the Missouri, Kansas and Texas Railway is now completed to Moberly, where it connects with the Saint Louis, Kansas City and Northern Railway, forming one of the best lines between St. Louis and all points in



GREAT BRIDGE AT LOUISIANA, MO.

Texas, while to Texas points from the west and north, they also connect with the St. Louis, Iron Mountain and Southern Short Line to Texas. In connection with the Central Railroad of Iowa and the Milwaukee and St. Paul Railroad, the St. Louis, Kansas City and Northern forms a short and quick route between St. Louis and St. Paul, passing through the best section of the States of Missouri, Iowa and Minnesota, reaching all the important points in the central, western and eastern parts of these great States. The St. Louis, Kansas City and Northern Railway, in connection with the Kansas City, St. Joseph and Council Bluffs Railroad, forms a short and quick through line from St. Louis to Council Bluffs and Omaha. This joint line runs its trains to and from the Union Pacific Depot in Omaha, thus avoiding a disagreeable transfer. In connection with the Kansas Pacific Railway, the St. Louis, Kansas City and Northern forms another short line between St. Louis and Denver and the numerous pleasure resorts in the Rocky Mountains, which are becoming more and more popular as they become better known. The delightful and healthful region in the vicinity of Denver will surely become the most popular resort in the world for pleasure seekers and invalids. We are indebted to W. C. Van Horne, Esq., the efficient General Superintendent of the St. Louis, Kansas City and Northern Railway, and to S. H. Knight, Esq., of the Chicago and Alton Railroad, for the above facts. For detailed information about the merits and attractive features of Colorado, and for all other information relative to these lines, send to P. B. Groat, General Ticket Agent, St. Louis.

Your Route to Texas is via the
Houston and Texas Central R'y
AND ITS CONNECTIONS:
The Missouri, Kansas and Texas R'y
AND THE
Atlantic and Pacific Railway,
Via Hannibal or St. Louis, and the
Missouri River, Fort Scott & Gulf R.,
via Kansas City and Fort Scott, connecting at
Red River City with the
Houston and Texas Central Railway
Offer the best routes to and through Texas, reaching all prominent points in the State: Sherman, Dallas, Corsicana, Waco, Calvert, Hearne, Bryan, Hempstead, Austin, the Capital, Houston, Galveston, and to San Antonio, via Austin, the latter being the nearest point thereto via rail.

Pullman palace drawing-room and sleeping cars run through from St. Louis to Houston without change, and but one change from Chicago and New York.

CONDENSED THROUGH TIME CARD

For Passengers from the North, East and West.

Leave Chicago—C & Q R.....	10:00 p m
Arrive Quincy—Q A & S L R.....	9:40 a m
Arrive Hannibal—M K & T R'y.....	10:30 a m
Arrive Sedalia—M K & T R'y.....	5:40 p m
Leave St. Louis—Mo Pac R'y.....	8:30 a m
Arrive Sedalia—M K & T R'y.....	3:40 p m
Leave St. Louis—Atlantic & Pac R'y.....	10:25 a m
Arrive Vinita—M K & T R'y.....	4:45 a m
Leave Kansas City—M K & T R'y.....	5:10 p m
Arrive Fort Scott—M K & T R'y.....	11:45 p m
Arrive Denison—H & T C R.....	3:50 p m
Sherman.....	4:45 p m
McKinney.....	6:35 p m
Dallas.....	8:35 p m
Corsicana.....	11:40 p m
Bremond.....	3:48 a m
Hearne.....	5:00 a m
Hempstead.....	9:00 a m
Austin.....	6:50 p m
Houston.....	12:00 noon
Galveston.....	3:00 p m

Tickets can be obtained and baggage checked through at all prominent points in the United States and Canada. J. WALDO, General Superintendent. J. DURAND, General Ticket Agent, Houston, Texas.

PATENT LEGS & ARMS
At Reduced Prices.
The patient putting on and practically testing the leg before purchasing. U. S. soldiers furnished without charge. Repairing done at moderate prices. Pamphlet and price list sent free. Address LEWIS LOCKWOOD, 510 Pine st., St. Louis, Mo.

TEACHERS wanted for all departments and for mutual introductions. Address the Amr. School Union, 737 Broadway, N. Y.

\$5.20 per day at home. Terms free. Address Geo. Silson & Co., Portland, Maine.

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BEST GOODS,
AND THE
Latest Styles,
AT THE
Lowest Prices,
CALL ON
J. VAN NORSTRAND,
DEALER IN
CLOTHING,
AND
FURNISHING GOODS.**

Also a full stock of the Best
**BROADCLOTHS, DOESKINS,
AND
Merchant Tailoring Goods,
Which we make up to order.**
NO. 216 NORTH FIFTH STREET,
ST. LOUIS, MO.

When everything else fails the Diamond Catarrh Remedy cures the worst case of Catarrh. It relieves cold in the head, closing and healing the inflamed passages; is agreeable and easy to take. No other remedy equal to it.

"Ought to be in every family," says one who has tried it. "At Proprietors' expense, my daughter is authorized to guarantee satisfaction or to refund the money. Price 50 cents. Sold by Van Norstrand, St. Louis, Mo."

Extracts from Letters and Testimonials.
Chicago, 737 W. Lake St., April 24th, 1872. "Have had Catarrh for two years. One bottle of your Diamond Catarrh Remedy entirely relieved me from cold and catarrh." O. M. Babcock.
"Cured me effectually." John R. Barrett, Bookbinder, Chicago.
Fountain, Cal., Dec. 25, 1872. "Your D. C. R. is astonishing every one around here." E. Jamison.
Pecanola, Ill., Sept. 23, 1873. "We think it is the best Remedy now before the public. It ought to be in every family. Please send it (1 doz.) as soon as possible." E. E. Shlimm, Grain Dealer.
"The best medicine I ever used for Catarrh." Mrs. R. E. Shlimm.
Aurora, Ill., May 14th, 1871. "I have used medicines that were highly recommended, none of which did me any good until I used your Diamond Catarrh Remedy, and that gave me immediate relief, and I now consider myself permanently cured." W. B. Smith.
La Porte, Ind., May 18th, 1872. "Dr. A. F. Every, Dear Sir: I have used your Diamond Catarrh Remedy in my practice during the past year, and find it far superior to any and every other treatment for cure of Catarrh. It will certainly do all you claim for it." Yours truly, Geo. M. Dakin, M. D.
Sent by mail on receipt of price.



Fine-toned, low-priced, warranted; circulars sent free. Blymyer Manufacturing Company (Successors to Blymyer, Norton & Co., Cincinnati, Ohio. Office and works, 664-694 West Eighth street.

**PROCTOR'S FAREWELL
Lectures on Astronomy.**
I. EARTH'S PAST AND FUTURE.
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III. OTHER SUNS THAN OURS.
IV. THE INFINITIES AROUND US.
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**BROWN-SEQUARD'S
Lectures on the Nerves,**
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III. INDIRECT NERVE FORCE.
IV. NERVE DERANGEMENT.
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NOS. 712 AND 714 MORGAN ST.,
ST. LOUIS, MO.
Country orders will receive prompt attention.

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A PRIVATE Select School of High Grade, for young ladies. The Seminary is advantageously located in the most beautiful and healthy of the suburbs of St. Louis, on a commanding eminence overlooking the city. The

Ample and Beautiful Grounds,

The Well Arranged Buildings, the Healthful surroundings, the Thorough Grade of Scholarship Enforced, the

Prudent and Careful Discipline,

The scrupulous attention to Moral Culture, and the

Experienced Board of Instructors,

all render this Seminary worthy of patronage. The object is to make the seminary a safe

HOME FOR THE YOUNG.

Academic year begins in September and closes in June; \$350 will meet necessary expenses for the school year. For further particulars refer to the principal, B. T. BLEWETT, A. M., 720 N. Fourth st., cor. of Morgan, St. Louis, Mo.

St. Louis Law School.

LAW DEPARTMENT OF WASHINGTON UNIVERSITY.
ST. LOUIS, MO.

FACULTY:
Rev. William G. Elliot, D. D., President and Chancellor of the University.

PROFESSORS AND LECTURERS:

Hon. Samuel Treat, U. S. District Judge, eastern district of Missouri, Pres't of Law Faculty.
Henry Hitchcock, A. M., Provost of Law Department.
Hon. Albert Todd.
Hon. Samuel Reber, Judge of St. Louis Circuit Court.
Hon. John M. Krum, Judge of St. Louis Circuit Court.
Hon. George A. Madill, Judge St. Louis Circuit Court.
Hon. Chester H. Krum, Judge St. Louis Circuit Court.
Alex. Martin, A. M.
George M. Stewart, A. M., Dean of Law Faculty.

Regular annual session will open Oct. 15, 1873.

TUITION:
Tuition fee for the first year's attendance in either class will be \$50, and for the second year \$60, payable in every case in advance, to S. A. Ranslett, Treasurer of the University, at Provident Savings Institution, 513 Olive street. There are no extra charges.

Students are admitted to either class, on examination, until the Christmas recess. For particulars, address G. M. STEWART, Dean of Law Faculty, 303 N. Third street, St. Louis, Mo.

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Its central location, its elegant and commodious new building, now occupied; its full corps of competent instructors; its regular college classes and rapidly increasing Alumni; its complete and systematic course of study, classical and scientific, regular and elective; its mild and wholesome discipline; its high moral tone, and non-sectarian, positive religious culture, all recommend this institution to those desiring an education. Ladies and gentlemen admitted to equal privileges. Terms reasonable. For full particulars address the president.
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**The Best North and South Line
IN IOWA.**

Burlington, Cedar Rapids and Minnesota Railway.

TWO passenger trains each way daily except Sunday, connecting with trains of the Chicago, Burlington and Quincy Railway at Burlington. Going north, 8:15 a. m. 7:20 p. m. Chicago, Rock Island & Pacific Railway at West Liberty—going north, 11:35 a. m. 11:25 p. m. Chicago & Northwestern Railway at Cedar Rapids—going north, 1:30 a. m. 1:45 p. m., making the best route through Iowa from Chicago to Vinton, Waterloo, Cedar Falls, Austin, St. Paul, and all parts of Northern Iowa and Minnesota. Miller Couplers and Westinghouse Air Brakes on all passenger trains. Sleeping cars on all night trains. Tickets, time cards, and all information given by Agents of the C. R. I. & P. R'y, C. & N. W. R'y, C. B. & Q. R'y. W. W. WALKER, WM. GREENE, Gen'l Supt. Gen'l Manager. C. J. Ives, Gen'l Pass. and Ticket Ag't, Cedar Rapids, Iowa.

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Chicago & Northwestern Railway.

THE ROUTE DIRECT

From CHICAGO to OMAHA,
From CHICAGO to MILWAUKEE,
From CHICAGO to SHEBOYGAN,
From CHICAGO to ST. PAUL,
From CHICAGO to MADISON,
From CHICAGO to GREEN BAY,
From CHICAGO to MARQUETTE,
From CHICAGO to SIOUX CITY,
From CHICAGO to YANKTON,
From CHICAGO to Geneva Lake,
From CHICAGO to FREEPORT,
From CHICAGO to DUBUQUE,

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RAILWAY!**

In Going North, Northwest or West,
You cannot go amiss if you buy your tickets
VIA THIS ROUTE.

See that your Tickets Read via
Chicago & Northwestern Railway.

This is the Pioneer Route to and from
CALIFORNIA and the PACIFIC SLOPE.

Full information in regard to this
Route will be cheerfully furnished by
all Ticket Agents in the East, West,
North or South.

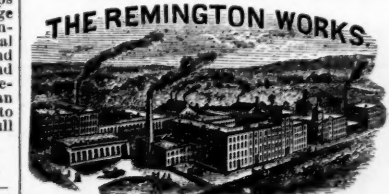
W. H. STENNETT, Gen'l Pass. Agent.
MARVIN HUGHITT, Gen'l Supt.

EXPLANATION OF REFERENCE MARKS.—Sunday excepted. Saturday excepted. Monday excepted. Saturday and Monday excepted. Daily.

CHICAGO & NORTHWESTERN RAILWAY.
City offices, corner Randolph and LaSalle sts., and 75 Canal, corner Madison street.
COUNCIL BLUFFS AND OMAHA LINE—DEPOT COR. WELLS AND KINZIE STS.

Depart.	Arrive.
Pacific Express.....	*10:15 a m *3:15 p m
Dubuque Ex., via Clinton.....	10:45 a m 10:30 a m
Omaha Night Mail.....	10:45 p m 10:30 a m
Sterling Passenger.....	*3:45 p m *11:00 a m
St. Charles and Elgin Acc.....	*5:15 p m *3:45 a m
FREEPORT LINE—DEPOT COR. WELLS AND KINZIE	
Maywood Passenger.....	*7:30 a m *9:15 a m
Freeport and Dubuque Ex.....	*9:15 a m *3:35 p m
Freeport and Dubuque Pass.....	*9:15 p m *6:15 a m
Elmhurst Passenger.....	*12:00 m *1:45 p m
Rockford and Fox River.....	*4:00 p m *10:45 a m
Junction Passenger.....	*5:30 p m *3:15 a m
Lombard Passenger.....	*6:10 p m *6:50 a m
MILWAUKEE DIV.—Depot cor. Canal and Kinzie.	
Milwaukee Passenger.....	*8:00 a m *10:30 a m
Milwaukee Express.....	*9:30 a m *4:00 p m
Afternoon Express.....	*5:00 p m *7:30 p m
Evansville Passenger.....	*11:45 a m *1:55 p m
Highland Park Accom.....	*1:00 p m *3:40 p m
Milwaukee Night Express.....	11:00 p m 5:00 a m
MILWAUKEE DIV.—Depot cor. Wells and Kinzie.	
Kenosha Passenger.....	*4:10 p m *9:00 a m
Waukegan Passenger.....	*5:30 p m *8:25 a m
Highland Park Passenger.....	*6:20 p m *7:30 a m
WISCONSIN DIV.—Depot cor. Canal and Kinzie.	
Green Bay Express.....	*9:40 a m *7:00 p m
Madison and Elroy Ex.....	*9:40 a m *7:00 p m
St. Paul Express.....	*10:00 p m *7:15 a m
Marquette Express.....	*9:40 p m *6:45 a m
Woodstock Accom.....	*3:30 p m *10:25 a m
Janesville Passenger.....	*4:45 p m *4:00 p m
Barrington Passenger.....	*6:25 p m *7:45 a m

W. H. STENNETT Gen. Pass. Agent.



**FIRE ARMS
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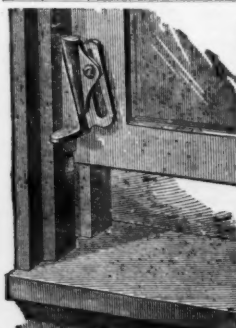
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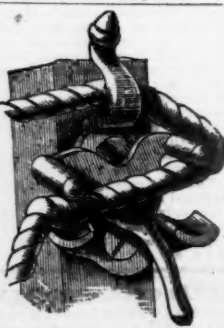
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